

# **Wisconsin District Sponsored Pathway/Three-Year License with Stipulations Process**

## **Handbook for Teachers**



**Wisconsin Department of Public Instruction**  
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This publication is available from:

Teacher Education, Professional Development, and Licensing Team  
Wisconsin Department of Public Instruction  
125 South Webster Street  
Madison, WI 53703

2020 Wisconsin Department of Public Instruction

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# Wisconsin District-Sponsored Pathway/Three-Year License with Stipulations Process for Teachers – Overview

## ***Introduction***

There are many of ways to demonstrate your expertise and proficiency in a license area. Pursuing additional degrees can be a personal and a professional growth experience. Seeking other communities where teaching strategies can be tested, delivered and strengthened is another approach. Demonstrating and documenting proficiency in the teacher standards in your new subject area is additional way to gain a license. You have chosen that path and are about to embark on assembling your portfolio.

This process offers Wisconsin educators already licensed in a subject area an opportunity to add an additional license in a new subject area. Every effort will be made by the Department of Public Instruction (DPI) to assure equity and accessibility for all educators in all aspects of the three-year license with stipulation process including multiple opportunities for and readily useful modes of application, preparation, and assessment.

The portfolio process is a rigorous process of authentic assessment measuring a teacher's *demonstration* of proficiency of selected Wisconsin Teacher Standards as applied to her or his new license field. This process is comparable in expectations to completing an approved educator preparation program. This handbook provides a framework for putting together your required portfolio.

## ***Eligibility***

In order to obtain a Tier I – three-year license with stipulations, the applicant must hold a valid tier II, III, or IV teaching license, have at least one year of full-time teaching experience in the employing school district, and be assigned to a position that requires the requested license. This license is only valid in the district that made the original request for the license

## ***Accommodations***

The department is committed to serving candidates with disabilities by providing reasonable accommodations that are appropriate given the purpose of the portfolio. All requests for accommodations must be approved in advance by the department. The candidate must contact the department with his/her request and submit eligibility verifications for review by the department. Contact DPI at 1-608-266-3089 or email [beth.giles@dpi.wi.gov](mailto:beth.giles@dpi.wi.gov).

## Portfolio and Portfolio Entries

The three-year license with stipulations license holder will develop and submit a portfolio and a recommendation form from his or her administrator to the DPI or an approved educator preparation program for review.

A portfolio is a collection of evidence that demonstrates proficiency. Although no assessment can capture all aspects of one's teaching performance, the portfolio is an appropriate mode of assessment for this license. The artifacts that are to be included in the portfolio should address all areas in the rubric on the following pages. All materials to be evaluated by the DPI must be included in this portfolio.

Portfolios are designed to document, to the extent possible, activities teachers naturally engage in during their work. They are intended to enable teachers to provide sample evidence from their practice and to address how the evidence provides proof of proficiency of a particular standard.

Artifacts provide evidence of proficiency and can include documents and supporting information demonstrating professional activities. Each artifact must have documentation explaining specifically how it demonstrates proficiency in one or more criteria from the rubric. Artifacts and their explanations must address all criteria from the rubric, and one artifact can address more than one criterion. It is required that you remove all identifiable student information from the artifacts.

Artifacts may include:

- Educator notes
- PowerPoint slides
- Pupil work
- Sections from your Educator Effectiveness Plan
- Productions
- Charts of data
- Record of assessments
- Photos of chalkboard/whiteboard/smartboards
- Logs (phone, parent contacts, teacher contacts)
- Unit/lesson plans
- Test results
- Community partnerships
- Professional articles and books
- IEPs
- Programs and initiatives you spearheaded
- Newsletters
- Letters, emails and other correspondence (from faculty, parents, organizations, community stakeholders)
- Consultation notes

You will need to submit 7-12 artifacts plus an explanation for each artifact connecting it to one or more of the criteria in the rubric below. Each explanation should identify how the artifact demonstrates competency in one or more of the rubric's criteria.

The Artifact and Explanation form in Appendix A provides a structure for submitting each artifact and its corresponding explanation. The "Tips for Connecting Artifacts and Standards" section below can guide your work in writing explanations that are connected to criteria.

The Administrator Recommendation form in Appendix B needs to be completed as part of your portfolio. Please give this form to either a principal or instructional coach to complete. You must upload the completed form as part of your portfolio.

## Rubric

Criteria	Preponderance of Evidence Y/N	Feedback
<b>A. DISCIPLINARY CONTENT AND ASSESSMENT KNOWLEDGE</b>		
A1. Instructional plans include grade- or proficiency-level standards-based learning outcomes.		
A2. Planned progression for learning is clear, logical, and aligned with standards-based learning outcomes.		
A3. Formative, summative, and interim assessments are aligned to grade- or proficiency-level standards-based learning outcomes.		
A4. Assessments provide students choice in how they demonstrate their learning.		
<b>B. PEDAGOGICAL SKILLS TO FACILITATE LEARNING WITHIN THE DISCIPLINE</b>		
B1. Plans show how learning outcomes and assessment criteria is made evident to students and how feedback is provided to students.		
B2. Instruction facilitates standards-based learning outcomes.		
B3. The teacher uses a variety of instructional strategies to enhance learners' skills and knowledge through opportunities for students to perform, speak, listen, read, write, and think critically.		
B4. Instructional resources are aligned to standards and are culturally and linguistically sustaining.		

C. RESPONSIVENESS TO STUDENTS IN DEVELOPMENTALLY APPROPRIATE AND DISCIPLINARY-SPECIFIC WAYS		
C1. Student interests, linguistic and cultural assets, and abilities are leveraged for learning.		
C2. Developmentally appropriate discussion techniques engage learners.		
C3. Inquiry-based learning engages students in content-area learning.		
C4. Students have multiple ways in how they access grade- or proficiency-level learning.		

## Tips for Connecting Artifacts and Rubric Criteria

### Addressing the Rubric

In the portfolio, addressing the criteria of the rubric is both a certification requirement and a means to articulate your developing teaching practices. As opposed to ‘meeting’ rubric criteria, *addressing* includes interpreting, questioning, and exploring your work in relation to the rubric.

Below are two approaches you can employ when working with the rubric. These approaches move beyond “meeting” the standards and work toward using the standards to reflect on your practice.

#### Approach #1

- 1) **Select an artifact from your work** (E.g., lesson plan, unit, instructional materials, student work, assessment, etc.)  
What are you working on right now in your teaching?  
What can you choose or create to help you represent and think about this aspect of your work?
- 2) **Identify why you chose this artifact.** What are you wondering? What are you trying to do? What do you want to think more about?
- 3) **Select one or more criteria from the rubric that are related to the questions/thoughts you have about the artifact.** What do you want to say about your work in relation to the standard? What can the standard help you think about in terms of your practice?
- 4) **Write a reflection to "say something" with your artifact about your teaching, learning, and your students' learning in relation to the rubric.** Some guiding questions to assist you in writing are:
  - What were you doing/trying to do?
    - Describe the context from which the artifact was selected. How does the artifact relate to what you care about and are trying to do as a teacher? How do your values and goals for teaching relate to the standard?
  - What happened?
    - What did the students learn? How do you know? What did you learn?
  - What next?
    - Explore possible next steps and/or implications for teaching and student learning. How do you see the standard playing a role in your future practice?

#### Approach #2

- 1) **Select a criterion from the rubric.** Which criterion do you want to use to think about what you’re doing well or want to work on? What particular components of the standard do you want to focus on?
- 2) **Identify why you selected this criterion.** What do you want to think about in connection to the criterion? What can the criterion help you think about in your practice?
- 3) **Choose an artifact that is related to the thoughts/questions you have about the criterion.** (E.g., lesson plan, unit, instructional materials, student work, assessment, etc.) What have you been doing/trying to do in your practice that feels relevant to the standard you’ve chosen? What can you choose or create to help you represent and think about this aspect of your work?
- 4) **Write a reflection to "say something" with your artifact about your teaching, learning, and your students' learning in relation to the criterion.** Some guiding questions to assist you in writing are:
  - What were you doing/trying to do?
    - Describe the context from which the artifact was selected. How does the artifact relate to what you care about and are trying to do as a teacher? How do your values and goals for teaching relate to the standard?
  - What happened?
    - What did the students learn? How do you know? What did you learn?
  - What next?
    - Explore possible next steps and/or implications for teaching and student learning. How do you see the standard playing a role in your future practice?



## Submitting Your Portfolio

Portfolios including artifacts will not be returned to the candidate. Please make a copies for yourself.

1. Scan/save each artifact and its accompanying description, as well as the Administrator Recommendation form, into a PDF file. PDF files can be no larger than 2 MB. You should have 8-13 PDF files to upload.
2. Submit an application for your new license by following the directions at <https://dpi.wi.gov/licensing/apply-educator-license/lws-threeyear-portfolio>. You will upload each of your PDF files independently as part of the application. Additionally you must mail a USB drive as instructed in step 3.
3. Mail a USB drive with all of your PDF files to:

Wisconsin Department of Public Instruction  
Teacher Education, Professional Development, and Licensing  
LWS3 Portfolio  
125 S. Webster Street, Third Floor  
Madison, WI 53703

## Assessors

Your portfolio will be assessed by

1. A content area consultant at the Department of Public Instruction or
2. A consultant hired by the Department of Public Instruction who has experience teaching in the area of the desired license, holds or has held the desired license or the equivalent, and has been trained on using the rubric.

## Evaluation

You will receive notification of whether the assessor found that your portfolio met all of the criteria by a preponderance of evidence. If your portfolio meets all of the criteria, you will be issued a license in the new subject area at the same tier as your existing license (i.e., Provisional or Lifetime).

If your portfolio does not meet all of the criteria, you will receive written notification as well as a copy of the rubric your evaluator completed. You are allowed to revise and resubmit your portfolio one time, and your portfolio must be resubmitted within 60 days of the time the notification is sent from the DPI. Instructions for doing so will be included with your written notification.

## Confidentiality

### *Confidentiality Guidelines*

The Department of Public Instruction believes it is consistent with state and federal law to release to the department without consent all materials in the candidate's portfolio (including narratives, artifacts, pupil work, district information, and parent and community communication) for the purpose of evaluating the educator's application. We will not accept videos or photos due to confidentiality. Please do not use those as artifacts. After the licensing decision has been made and the time for appeal has lapsed, the materials will be stored and then destroyed according to the department's record retention schedule. The department will maintain the confidentiality of the portfolios.

The candidate's portfolio will be assessed by trained assessors who will sign a pledge of confidentiality and recuse themselves from reviewing portfolios of candidates in their own districts, to whom they are/were related, and with whom they cannot be impartial.

Appendix A:  
Artifact and Explanation

Name:  
Entity Number :  
License Area:

Rubric Criteria Addressed by Artifact:

Artifact: (insert copy of artifact here)

Explanation of how Artifact demonstrates proficiency in the Rubric Criteria identified above:

Assessor:

Circle One:                      Pass                      Non Pass

Assessor's Comments:

Appendix B:

Administrator Recommendation Form

## **Administrator Recommendation Form**

Dear Administrator,

You are receiving this letter to score a currently practicing teacher who is seeking an additional license. The teacher is using the district-sponsored pathway. This pathway has two requirements.

1. The candidate will submit a portfolio of evidence demonstrating proficiency of the standards to the Department of Public Instruction.
2. An administrator or instructional coach completes the Administrator Recommendation Form and return it to the candidate as part of their portfolio.

We appreciate your cooperation and look forward to continuing to partner with you to provide your students with the very best educators.

Candidate Name:

### Rubric

Criteria	Met	Not Met
<b>B. DISCIPLINARY CONTENT AND ASSESSMENT KNOWLEDGE</b>		
A1. Instructional plans include grade- or proficiency-level standards-based learning outcomes.		
A2. Planned progression for learning is clear, logical, and aligned with standards-based learning outcomes.		
A3. Formative, summative, and interim assessments are aligned to grade- or proficiency-level standards-based learning outcomes.		
A4. Assessments provide students choice in how they demonstrate their learning.		
<b>C. PEDAGOGICAL SKILLS TO FACILITATE LEARNING WITHIN THE DISCIPLINE</b>		
B1. Plans show how learning outcomes and assessment criteria is made evident to students and how feedback is provided to students.		
B2. Instruction facilitates standards-based learning outcomes.		
B3. The teacher uses a variety of instructional strategies to enhance learners' skills and knowledge through opportunities for students to perform, speak, listen, read, write, and think critically.		
B4. Instructional resources are aligned to standards and are culturally and linguistically sustaining.		
<b>D. RESPONSIVENESS TO STUDENTS IN DEVELOPMENTALLY APPROPRIATE AND DISCIPLINARY-SPECIFIC WAYS</b>		
C1. Student interests, linguistic and cultural assets, and abilities are leveraged for learning.		

C2. Developmentally appropriate discussion techniques engage learners.		
C3. Inquiry-based learning engages students in content-area learning.		
C4. Students have multiple ways in how they access grade- or proficiency-level learning.		

Additional Comments:

District Administrator Information

Name: \_\_\_\_\_

Title: \_\_\_\_\_

District: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_